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ABSTRACT

This guide is intended to assist coordinating teachers in Manitoba in facilitating school and community efforts in developing and improving educational experiences in the workplace. The following topics are covered: the nature and scope of work education (what work education is, programs using it, objectives and outcomes, and related instruction); basic principles of work education (cooperation and communication); participants in work education (students, parents, employers, workers, teachers, administrators, and advisory committees); legal aspects of work education (Public Schools Act and Regulations, student safety, workers compensation, student age limitations, liability, and use of forms); work education practices (planning the use of work education in programs, recruiting and maintaining workstations, caring for students in the workplace, and helpful hints). Appended are work education program registration and workers compensation coverage forms, a checklist for work educators, a list of community resources, a 17-item list of resource materials, pertinent excerpts from Manitoba's laws, and responsibilities of Manitoba Education and Training. (MN)

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WORK EDUCATION GUIDELINES

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1993

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Manitoba Education and Training

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PREFACE

Work education is a legitimate dimension to the educational program and is a recommended experience for all students.

This guide is intended to assist the coordinating teacher in facilitating the efforts of the school and the community in developing a sound educational experience in the workplace.

WORK EDUCATION what it is

1. INTRODUCTION

Students and parents and the community are in agreement that "a major responsibility of the school system is to help young people to cope with the world around them, particularly through the provision of assistance to students in entering some useful area of employment on graduation or in seeking further education and training...". Simply put: One of the main goals of education is to aid students in their transition to the workplace. This transition can be facilitated by work education.

Work education is a pedagogical tool. It can be used in a variety of ways and in many different programs. It is an extension of formal education beyond the confines of the school building, enabling students to become familiar with the workplace and enabling employers to participate in education. It makes school more responsive to the needs of the students, industry and labour. Whatever the objective, the general thrust of work education is always toward assisting the student in an effective transition from school to work.

The purpose of this manual is to provide a framework for setting up and improving work education programs. Special attention has been given to the problems encountered by administrators and coordinating teachers when introducing work education into a program, or when trying to improve the use of work education.

The material is so structured that it is possible to read only that which pertains to a specific question. On the other hand, reading the whole publication will give a good overview of work education as it exists in the Province of Manitoba.

2. WHAT IS WORK EDUCATION?

In Manitoba, **Work Education** is the umbrella term which has been chosen to include all situations in which students are placed in the workplace to achieve educational objectives.

More specific descriptions are:

a. **Work Experience**

Work Experience is work education intended to supplement classroom instruction with real working-world experience. Students are placed in a work station to observe or experience actual work. Objectives may be: to learn about work; to explore careers; to change the learning environment; to develop good work habits and attitudes; to enhance specific academic skills; to participate in community activities. The objectives are related to the students' personal development.

b. **On-the-Job Training**

On-the-job training is work education designed to help students acquire clearly identified saleable skills according to a structured training plan, usually part of a program designed to develop occupational competencies. The objectives are vocational.

c. **Vocational Practicum**

A Vocational Practicum is work education designed to enable students who have acquired occupational skills in a school shop or lab to practice these in the real work situation. The objectives are vocational.

d. **Cooperative Vocational Education (C.V.E.)**

Cooperative Vocational Education is a vocational industrial program which delivers 8 credits. It is a full time Senior 4 year program requiring 20 high school credits as a prerequisite. The program is trade specific and involves 50 - 80% of program time on the job, and 20 - 50% in-class instruction. It is Work education in its most structured and comprehensive form.

3. PROGRAMS USING WORK EDUCATION

If formal schooling is accepted as a preparation for life, it follows that high school programs should have linkages to the world outside of the school. The most obvious are those which link vocational programs to clearly related job sites but even purely academic courses can be linked to the working world. For example, English as a subject may be related to the business world, newspapers, public relations, libraries, radio and television work, drama and theatre. Other academic courses have similar potential.

Most courses offered in high schools can effectively incorporate work education as an educational tool. For instance,

a. **Academic programs** in which students:
   - enrich academic courses;
   - explore careers;
   - work on student-initiated projects.

b. **Modified Academic/O.E.C. programs** in which students acquire and practice life and work skills and attitudes.

c. **Business, Industrial Arts or Vocational Industrial programs** in which students:
   - practice skills acquired in school in real work situations;
   - supplement in-school instruction;
   - acquire new program related skills.

d. **Special programs** in which students with special needs learn to adapt to the world outside of school.

While it is true that work education is potentially useful in any program, the appropriateness of using it must be judged on the basis of prevailing conditions. Factors bearing on the decision to use or not to use work education in a program include student needs, program intent and direction, community needs, availability of appropriate work stations, and suitability of the delivery system. While work education is a useful tool, it is not an all-purpose tool. Other educational methods may be more appropriate under given circumstances.

4. OBJECTIVES AND OUTCOMES

The use of work education requires the development of performance objectives.

Coordinating teachers placing students in workplaces should be entirely clear as to expectations. Objectives for the use of work education span a considerable scale. Some are listed here --

a. Academic enhancement:
   - enrichment of academic courses;
   - learning about the practical application of academic skills.

b. Career development:
   - exploration of occupations;
   - evaluation of interests and aptitudes;

- awareness of job opportunities;
- transition from school to work.

c. Vocational skill development:
   - using skills learned in a school shop or lab in a real work environment;
   - studying special aspects of a vocational area;
   - developing marketable skills;
   - transition from school to work.

d. Social and/or attitudinal development:
   - developing attitudes needed in working life;
   - exposing students to a different environment;
   - developing interpersonal skills.

The methods used to determine program objectives must also be understood by all concerned.

5. RELATED INSTRUCTION

The in-school adjunct to work education will differ according to stated goals and objectives. All work education instruction should include the following components:

a. A mechanism for students to have regular discussions of their at-work experiences with a teacher and fellow students;

b. A mechanism for students to have opportunities to obtain help for problems;

c. A mechanism to remind students of their goals and objectives;

d. A mechanism for conveying to students needed related information;

e. A mechanism to help students to become safety conscious;

f. A mechanism to monitor and evaluate student progress.

All students will benefit from related instruction as it provides the elements usually lacking in the workplace. In the workplace, students learn the when, where, who and how of the task at hand. In school, they should learn the why.

WORK EDUCATION basic principles

6. COOPERATION

The partners cooperating in a work education program are students, their parents, the school (the coordinating teacher), employers, workers (workers' organizations) and social and government agencies.

Cooperation among these groups is not a natural process. Each tends to operate in an exclusive environment with little concern for the other. Nevertheless, all have common interests. Cooperation occurs when all become conscious of how mutual interests contribute to the common welfare.

It is the job of the coordinating teacher to facilitate cooperation and to keep it moving, in order that the students may profit. The coordinating teacher must recognize this function as a primary responsibility.

The partners in work education must be aware of the many mutual benefits of work education. These are:

a. **For students** -- Work education provides an opportunity to explore careers, experience occupational environments, to learn about work and the workplace, to make career decisions based on sound first-hand experience, to acquire saleable skills, and to facilitate transition from school to work;

b. **For parents** -- Work education provides an answer to their concern about the future of their child beyond public school, and some assurance that their child will have a better start in the world of work;

c. **For employers** -- Work education provides an opportunity for active participation in the education and job training of youth, and an opportunity to screen prospective new employees;

d. **For the school** -- Work education provides an opportunity to improve liaison with industry, and develop greater relevance in program delivery;

e. **For workers (or workers' organizations)** -- Work education provides an opportunity to participate in the education and job training of youth and an opportunity to influence the educational process.

f. **For social and government agencies** -- Work education provides an opportunity to deliver support for disadvantaged youth as well as cooperating with social agencies in rehabilitation programs.

7. COMMUNICATION

Communication is an imperative of education. The teacher teaches best who communicates best. In the coordination of work education, effective communication is required, not only with students, but also with their parents, workers, colleagues, superiors, and members of the business community and unions.

Familiarity with the basic methods of communication and their use is important. Consider:

a. Personal Contact

This is the most important means of communication. Few people relate emotionally to the signature at the bottom of a letter or to the voice on the other end of the telephone unless they connect them to a person. For this reason, it is important to get to know the partners in the program personally. Depending on the size of a workplace situation for instance, the coordinating teacher may know one, two or several individuals and what role they play in the company. Dealing with these individuals in a friendly, personable fashion enhances the program and assures positive consideration of any proposals.

Once established, it is necessary to maintain personal contact. Personnel changes and the roles of individuals in an organization change. There is a constant need for establishing good relations with new people. Personal contact is most important in respect to ensuring safety standards. The coordinating teacher who cultivates personal contact with participating employers continues to have access to the work station and immediate awareness of matters relating to safety.

b. Written Communication

Written messages serve the purpose of validating verbal agreements and preserving, recording and standardizing information. It is always advisable to follow up any sort of verbal understanding with a confirming letter. If there were a misunderstanding, a letter provides the opportunity for correction. In any case, a letter serves as a reminder and as a record of agreement.

Sometimes it is necessary to get identical information to a number of people. A form letter serves this purpose.

c. **Telephone Conversations**

The use of the telephone is an immediate method of facilitating communication. If a crisis were to arise or if some matter required quick clarification or if specific information on a special situation needs to be shared, the telephone is usually the first means of making contact. People can then decide on courses of action and follow through accordingly.

After personal contacts have been well established, the telephone can become a means of cultivating these contacts and extending them. For many routine matters, the telephone saves time and effort.

However, while written and telephone conversations can serve to record and standardize information and to facilitate its transfer, they must always be seen in a supportive role. Communication is most effective when based on personal relationships.

WORK EDUCATION who participates

8. STUDENTS

The most important person in work education is the student. Students are placed in the workplace to further their education. If they are placed for any other reason, program quality will suffer.

Students placed in work stations need to know why they are there. They must be informed of the goals and objectives of the planned experience. They must understand clearly what their role in the workplace will be, what will be expected of them and what they can reasonably expect of the employer. Students should never be placed in a workplace without this preliminary knowledge.

Success or failure of students in the workplace is, in the majority of cases, directly related to their attitudes. **Willingness to cooperate with supervisors and other employees, readiness to perform work assigned, eagerness to learn, punctuality, reliability, honesty and confidentiality are all qualities that are highly valued in the workplace.** Students, like employees, will be judged on the basis of their ability to measure up to this (usually unwritten) code of the workplace. They must, therefore, be made aware of these standards and expectations before they are placed.

It is important that they understand how their reactions to the employer's expectations might affect the value of the work experience.

The most practical approach in making students aware of these concerns is to explain clearly to the student the manner in which he or she will be evaluated. Students should be part of this process by being required to make reports of their experience which will become part of the evaluation.

9. **PARENTS**

It can be safely assumed that parents are interested in the progress of their children in school programs. It cannot be assumed, however, that they are always well-informed. When students are placed in work stations outside of the school, it is essential that parents be fully informed. If parents are aware of the expectations and challenges faced by their child in the workplace, they can give valuable support in making the experience a positive one. The coordinating teacher must, therefore, include the parents in the process of information sharing.

10. **EMPLOYERS**

It is important to recognize that the employers' participation in work education programs is always voluntary. In appealing to employers for work stations, the coordinating teacher must rely upon the employers' civic-mindedness and their desire to be "good corporate citizens".

There is, among employers, an increasing consciousness of the role they can and should play in the education and training of youth, particularly in the field of preparation for work. Most employers are willing to do their share. Employers, however, are not educators. They feel, generally, that it is up to the schools to devise the programs in which they are asked to participate. The nature of the employers' involvement should be spelled out in detail. **It follows that the coordinating teacher needs to convey to the employers, just as is done with the students, the goals and objectives of the program, and the processes to be employed.**

Depending on the size of a participating firm, the person who makes the commitment to participate and the person who actually works with the student may not be the same. This means that the coordinating teacher needs to continue to convey information on the program to individual participants within a company. It should never be assumed that everyone concerned has complete information in respect to student placement. A coordinating teacher, therefore, has to communicate constantly to assure that no snags develop.

Virtually all problems can be avoided by ensuring appropriate student placement in the first instance.

An employer's willingness to participate does not automatically mean that the facilities are suitable for work education. **The work education coordinator has an inescapable obligation to ensure that the workplace measures up to criteria and that in every respect, the workplace will function to the benefit of the student.**

11. WORKERS

It is important that the coordinating teacher ensure that workers generally understand that students in work education are not employees. Students are on the job to learn. They are not to do work that is normally assigned to an employee, unless such work is done under the supervision of an employee for the purpose of learning a skill.

When workers are represented by a labour organization, the task of explaining the student's presence in the workplace becomes easier. Labour organizations have traditionally had a strong interest in education and training and are generally quite supportive of education programs involving business and industry. Involving the union(s) representing the workers in any workplace guarantees that the students' work experience will be monitored. The strongest role a union can play in a work education program is assuring that students are, in fact, receiving the education and training intended in the program.

The labour representative in a company can often be involved profitably in the arrangements for placing a student. Such involvement gives the union a chance to contribute to the development of the program in the shop/plant.

12. TEACHERS

The coordinating teacher must have a clear understanding of work education and how it is used in programs. The goals and objectives of the program must be identified clearly. Moreover, this knowledge must be conveyed to the other participants in a clear and unequivocal manner, so that everyone concerned understands what is expected. (Some teachers do this by developing informational packages for each participant.)

The construction of the course or program is left to the teacher. Wise teachers will find ways to elicit the expertise of employers and employees, business and labour, and will also be sensitive to the opinions of their students.

Proper communication with administration and colleagues is also part of the job. Coordinating teachers spend much time outside the school building. It is important to keep the school administration advised as to the manner in which the coordinating teacher spends time outside the school.

13. ADMINISTRATORS

The use of work education in schools presents administrators with problems which often call for novel solutions. A coordinating teacher's time and work load can not be treated in the same way as that of teachers involved in in-house programs. It is important that the administrator have a thorough knowledge of the programs using work education and their objectives so that the coordinating teacher is not exposed to an excessive work load.

Some of the factors affecting the coordinating teacher's work load are:

a. Number of students placed in work stations;
b. Frequency of placements;
c. Number of work stations involved;
d. Travel distances between work stations;
e. Nature of program objectives;
f. Frequency of visits to work stations;
g. Type of student and program;
h. Interaction with other professionals in or out of the school;
i. Other duties -- public relations, outside meetings, etc.

The administrator should assure that the coordinating teacher's schedule is flexible and that sufficient time is given to take care of all assigned duties. It should be understood that flexibility is absolutely essential to the success of the use of work education.

14. ADVISORY COMMITTEES

Community and industry advisory committees for work education programs are among the most useful means of interaction between school and the world of work. Unfortunately, they are also the least used. The usual history of an advisory committee is that it starts out as a planning committee in respect of a particular program. While the project is being put together, the planning committee tends to be viable and productive. Once the program is off the ground, however, there is a tendency for the advisory function to diminish.

A lesson to be learned from this is that advisory committees work well when they have relevant work before them. This knowledge should be useful to the coordinating teacher, who is expected to maintain the advisory committee.

Remember that this committee must be encouraged in order to sustain positive participation.

Here are some of the basic rules for cultivating a viable advisory committee:

a. Meetings should be held only when there is a valid agenda. Examples of agenda items are: the planning of future activities, progress reports, discussion of problems encountered in program delivery, discussion of curriculum concerns and the solutions to them, examining goals and objectives, aiding students to enter into employment, etc.

b. The committee should have a real influence on the program. It ought not to be used as a rubber stamp.

c. Committee members should either be personally involved in the program or should represent agencies that are.

d. There should be student participation in the committee. Student input is vital to keep the committee up-to-date and alive to the issues with which students have to grapple.

e. During periods when no advisory committee meetings are held, committee members should be kept informed in order to sustain their interest.

WORK EDUCATION legal aspects

15. PUBLIC SCHOOLS ACT AND REGULATIONS

The legal foundation for work education is found in the Public Schools Act and subsequent regulations (See Appendix E). Section 78 (4) and Section 88 provide for work education and the protection of the students while on work education sites. Section 48 (1)(k) states that the school board can "provide such course of technical and vocational instruction as may be approved by the Minister for pupils enrolled in or attending the schools under the jurisdiction of the school board by placing the pupils under the instruction of any person approved by the Minister". Manitoba Regulation 464/88R, Being a Regulation Under the Public Schools Act Respecting Persons, Other Than Teachers, Having the Care and Charge of Pupils", also applies to work education. It emphasizes the fact that any instruction that students may receive from an employer or employer representative must be given under the direct supervision of the teacher designated by the principal of the school to which the students are assigned. The provision for Workers Compensation coverage gives additional legal sanction to the concept of work education.

16. STUDENT SAFETY

A teacher-coordinator is properly responsible for inspecting all work sites with a view to ensuring the student's safety. Students and employers should understand the importance of the safety aspect of work education.

a. Workplace Inspection

In section 22, "Recruiting and Maintaining Work Stations", there is a description of what to do when calling on a prospective training station. This is the time, not only to acquire another training station, but also to make sure that it is suitable for work education.

The following questions are really a list of relevant criteria:

- Is it a safe workplace from the viewpoint of work practices, machinery and tool use?
- What is the condition of the facility?
- Is the workplace clean, sanitary, well-lit and well-cared for?
- Will the staff understand and respect the student's position in the company?
- Is there a safety committee or a person charged with ensuring safe practices?
- What seems to be the management's motive for participating in your program?
- Are there other concerns that arise as you inspect the facilities and as you speak with various people in the company?

A student ought not to be placed unless the workplace satisfies most of the concerns raised in these questions.

b. Student Instruction

In section 5, "Related Instruction" is discussed. Teaching about safety should be an ongoing part of related instruction. There are at least two basic objectives to such instructions:

- To develop safety consciousness in all your students
- To help students develop the ability to detect potential safety hazards

Some of the publications listed in Appendix D contain useful material to develop a safety instruction package. Another good resource is Manitoba Environment and Workplace Safety and Health (Ph. 945-3446).

c. **Employer Education**

Employers are obligated by law to provide a safe working environment. Employers are aware of this obligation. Some have safety committees. Others have individuals who are responsible for safe practices. If unsafe conditions develop while the student is in the workplace, and the student reports these, it is imperative that the employer be advised of these concerns.

It should be remembered that work education provides an opportunity for developing positive attitudes toward safety and accident prevention.

17. WORKERS COMPENSATION

Manitoba Education and Training assumes the responsibility of Workers Compensation coverage for all students of work education. Each program (Appendix A) must be registered with Manitoba Education and Training before implementing any phase of work education.

Pertinent points that students and teachers must be aware of:

a. All students should be fully informed of the coverage available under the Workers Compensation Act. Workers Compensation covers medical costs which are directly attributed to an accident which occurred during the hours and days specified in the training agreement for work education. (These may be other than regular school hours.)

b. Benefits are provided in case of partial or permanent disability.

c. When a student is injured, he/she should:

- report immediately to the supervisor at the place of work and obtain first aid. The student must make a full report to the coordinating teacher.

- complete the **Employer's Report of Injury** form (See Appendix A.2) in every case where the injured person requires any kind of outside help or believes there may be trouble in the future. It is to be completed and signed by the coordinating teacher. **All coordinating teachers should understand that, for purposes of Workers Compensation, Manitoba**

Education and Training is the employer.

- the student must inform the attending doctor ("Doctor" includes chiropractors and osteopaths) that he/she is covered under Workers Compensation.

d. It is important to emphasize to students and teachers the need for reporting accidents **immediately**. If in doubt, it is better to fill in the **Employer's Report of Injury** even though the student may not feel that it is necessary at that time. The injury may create problems at a later date under different circumstances.

e. The Workers Compensation Board adjudicates each claim on the basis of the **Employer's Report of Injury**. The **Employer's Report of Injury** must be filled in completely and accurately (See Section 20, "Use of Forms"). Not all claims are accepted.

NOTE: Workers Compensation covers only those activities related to work education which could be deemed necessary or compulsory. (Other extra-curricular activities are not covered.) If students perform work for wages outside the work education program, they should inquire from their employer about Workers Compensation coverage.

18. STUDENT AGE LIMITATIONS

Legislation does not put age limitations on students in programs using work education. However, coordinating teachers should be aware that there are practical considerations limiting the use of work education which are, at least in part, functions of the students' age. Because the ability to function in the workplace does not come to all young people at the same age, the placement of students at any age should, therefore, take place only after thorough consideration of all attending circumstances and potential benefits to the student.

Generally speaking, however, students under the age of 16 require careful consideration in respect to placement.

19. LIABILITY

The appropriate school division authorities should be consulted as to whether existing liability insurance will sufficiently protect the division and its representatives in cases such as property damage, theft and personal injury sustained in travel related to work education.

Every work education program should be so conceived that it is clear to the

student and to the employer that constant supervision is necessary. The employer should understand that the student is not a trained worker and, therefore, should not be expected to function in an unsupervised way.

A close working relationship between the coordinating teacher and the employer will not only minimize problems, it will also contribute toward a resolution of those which do arise.

20. USE OF FORMS

Workers Compensation coverage is required before students are placed in a work station. **The Work Education Program Registration** Appendix A and **Registration for Workers Compensation Coverage of Work Education Appendix A.1** forms should be filled in and forwarded to **Manitoba Education and Training, Curriculum Services Branch, 411 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.** The forms should be filled in completely, and the signatures requested should always be obtained, to assure that the responsible administrators are kept informed about the program. Much of the information requested is for statistical purposes. Be as accurate as possible in giving information.

If a student is injured in the workplace, the **coordinating teacher** is required to fill out and sign **The Workers Compensation Board of Manitoba - Employer's Report of Injury** Appendix A.2. The completed form should **ALWAYS** be sent to **MANITOBA EDUCATION AND TRAINING, CURRICULUM SERVICES BRANCH, 411 - 1181 PORTAGE AVENUE, WINNIPEG, MANITOBA, R3G 0T3.** To minimize delays in the processing of the report, all requested information should be supplied.

The Workers Compensation Act requires that **within five business days** of notification or awareness of a workplace injury, **an employer's report must be filed. Penalties may be levied for late reporting.** It is therefore imperative that this report be filed with Manitoba Education and Training.

To satisfy the needs of programs and of the cooperating parties, other forms are necessary. Coordinating teachers should devise forms which monitor and evaluate student progress and record training stations and interactions among the participating parties.

21. PLANNING THE USE OF WORK EDUCATION IN A PROGRAM

Work education can be used and has been used in many different settings: in small communities: in large cities; in the towns of the north; and in rural areas. The purposes for which it is used also differ considerably from location to location and from program to program. Whatever the circumstances may be, there are basic steps that need to be taken in planning any program using work education:

Step 1: The goals and objectives of the program using work education (overall school goals and objectives and/or goals and objectives of identifiable school programs) should be stated clearly.

Step 2: The reason for which work education is used in your course should be clearly understood.

Step 3: The objectives of the work education dimension of any program should be clear.

Step 4: Educational benefits should be understood.

Step 5: Work education should be defined as a compulsory, an optional, or an incentive part of a program.

Step 6: Work stations available to the program, along with all pertinent information should be well advertised.

Step 7: The manner in which the work education experience is monitored and evaluated should be understood by all.

These steps cover all aspects of the program and will provide answers to questions such as:

- Where does this program lead?
- What can my child get out of this program?
- Is this program appropriate for our community?
- Can the same things not be taught in the classroom?
- Have we got the resources to sustain this program?

22. RECRUITING AND MAINTAINING WORK STATIONS

Many of the principles dealt with here which apply to new programs will, at least in part, also apply to existing programs. The procedure described below has been field-tested and has yielded excellent results but variations to suit local circumstances are entirely acceptable.

The first step in recruitment is to put together a list of potential work stations. Sources for such a list can be:

- Employment and Immigration Canada
- Manitoba Labour
- Manitoba Industry, Trade and Technology
- Professional Organizations
- Employer Organizations
- Members of advisory committees involved in program establishment
- Equipment Suppliers
- The Yellow Pages
- Referrals

The first approach in establishing a work education site should be made to senior management of the firm concerned. The following directions have been made previously but bear repetition:

a. A letter to the president, owner and/or manager explaining the program and requesting an appointment;

b. A follow-up telephone call is often productive;

c. Make a point of visiting the prospective training stations;

d. The program and its implications should be explained at that time to all concerned;

e. The company and training potential should be fully explored;

f. If shop stewards or union representatives are involved, they should be made fully cognizant of the work education program and its purposes;

g. A tour of the plant provides, as a rule, an opportunity for a safety assessment;

h. A careful record of all information gleaned through visitation is helpful for further reference.

Once the training station is secured, follow up with a confirming letter.

23. CARING FOR THE STUDENT IN THE WORKPLACE

In some programs, students may spend relatively little time in the workplace. In other cases, the time spent may be significant. Therefore, the effect of the workplace upon the student will vary accordingly.

First, work education requires that students be introduced to the conventions, practices and expectations of the workplace. Proper emphasis needs to be put upon the importance of safe work habits. The more realistic the introduction, the more helpful to the students it will be.
Students need to know that they have it in their power to influence the outcome of their experience in the workplace. They should know that their attitude and actions are the most important factors affecting their success.

Students should be available for job interviews prior to placement. There are ready-made programs available for this purpose. Students should experience this process inasmuch as it is a valuable learning experience, and it provides an opportunity to identify with the company and its expectations. If this process is well organized in cooperation with the participating employer, it will prove a very useful aid for students moving into the workplace.

Students should be encouraged to share their experiences with other students. This kind of "peer counselling" has proved very helpful.

Students should be visited by the teacher at the workplace regularly. Monitoring and evaluation can be objectified by the use of forms, which when used properly, provide a sound structure for the workplace experience.

24. HELPFUL HINTS

This section is derived from suggestions by practitioners of work education. It is intended for work educators new to the job.

Hint: Those new to the job can find lots of help. There are others who will help you just for the asking. For instance:

a. Guidance counsellors -- Since they know individual students, they can sometimes suggest strategies that will work well.

b. Principals and vice-principals -- On a regular basis, they should be advised as to the program. Administrators can be very helpful, particularly in relation to public relations matters. They are always anxious to get positive public relations for the school. The work education program is a natural in this regard.

c. Other teachers -- Colleagues are useful resources. Colleagues also know people and are helpful.

Hint: Manitoba Education and Training has a consultant for work education. He/she can be useful in providing contacts in other schools.

Hint: A quality program should carry a high profile.

a. Some programs have award certificates -- something that looks good on the wall of any office -- for participating employers.

b. Anecdotal reports of your success stories are useful, both for yourself and others.

c. Community, school and division newsletters can be an effective avenue for promotion.

Hint: Business cards for work education students are often appropriate.

Hint: Community participation:

a. An advisory committee made up of participating employers, students and parents can be very useful.

b. Parental involvement is essential.

c. The whole community -- employers, associations, service clubs, government agencies, etc. -- is a large resource base for the work education program.

Hint: Students should be placed in appropriate work education situations.

If problems can be anticipated with respect to placement, take the time to identify them and share them with the employer. Discussion with the employer can be very helpful.

Hint: Keep paper work, particularly as it involves employers, to a minimum.

APPENDICES

Manitoba

Education and Training

Curriculum Services Branch

Robert Fletcher Building
411— 1181 Portage Avenue
Winnipeg MB R3G 0T3
CANADA
PH: (204)945-8477 or 8145
FAX: (204)945-3042
1-800-282-8069 (ext.8477 or 8145)

TO: ALL SUPERINTENDENTS OF SCHOOLS
OFFERING WORK EDUCATION PROGRAMS

September 1993

WORK EDUCATION PROGRAM REGISTRATION

The _____ No._____
(School Division/District)
recognizes and approves student involvement in work education as identified on the **"Registration for Workers Compensation Coverage for Work Education"** form(s) as completed by our teacher(s)/coordinator(s).

LIST ALL SCHOOLS	PROGRAMS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

This recognition and approval of student involvement covers all students as identified on the registration list(s) submitted throughout the year 1993-94.

_____ _____
(Date) (Superintendent of Schools)

RETURN TO: WORK EDUCATION CONSULTANT
MANITOBA EDUCATION AND TRAINING
RM. 411 - 1181 PORTAGE AVENUE
R3G 0T3

Education and Training
Curriculum Services
411-1181 Portage Ave
Winnipeg, Manitoba
R3G 0T3

(204)945-8477
(204)945-3042 FAX
1-800-282-8069 ext. 8477

REGISTRATION FOR WORKERS COMPENSATION COVERAGE OF WORK EDUCATION

DATE _____

SCHOOL DIVISION _____ SCHOOL DIVISION # _____

SCHOOL NAME _____ TELEPHONE NUMBER _____

PROGRAM NAME _____

*A. Work Experience
B. On-The-Job-Training
C. Vocational Practicum
D. C.V.E.
(SEE PAGE 2 OF WORK EDUCATION GUIDELINES)

** Use Generic Descriptors
Example Food Prep., Automotive, Machinist, Ward Aide, etc.

22

PERSON RESPONSIBLE FOR PROGRAM _____

STUDENT NAME		DATE OF BIRTH	GENDER	PROGRAM TYPE	WORK PLACEMENT	ESTIMATED DURATION WITH HOST EMPLOYER	
SURNAME	GIVEN NAME	YY-MM-DD	M/F	*A,B,C,D	**TYPE	BEGIN YY-MM-DD	END YY-MM-DD

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APPENDIX A.1

WORKERS COMPENSATION COVERAGE OF WORK EDUCATION (CONTINUED) PAGE_____

NAME OF SCHOOL_____

STUDENT NAME		DATE OF BIRTH	GENDER	PROGRAM TYPE	WORK PLACEMENT	ESTIMATED DURATION WITH HOST EMPLOYER	
SURNAME	GIVEN NAME	YY-MM-DD	M/F	*A,B,C or D	**TYPE	BEGIN YY-MM-DD	END YY-MM-DD

PLEASE PRINT BELOW INFORMATION WHICH HAS NOT ALREADY BEEN COMPLETED OR IS INCORRECTLY SHOWN

WCB
Workers Compensation Board of Manitoba

[redacted]
Rural Manitoba Call Toll Free 1 (800) 362-3340
333 Maryland Street Telephone Fax
Winnipeg, Man. R3G 1M2 (204) 786-9525 (204) 783-4610

EMPLOYER'S REPORT
OF INJURY OR OCCUPATIONAL DISEASE

2

WORKER'S MHSC NO	FIRM NO	WORKER'S BIRTH DATE	SEX	MARITAL STATUS	TIME OF INJURY	CLAIM NO
	0050153ED				☐ AM ☐ PM	

TYPE OF BUSINESS	WORKER'S JOB TITLE	INJURY DATE

DATE REPORTED TO EMPLOYER	TIME REPORTED TO EMPLOYER	BODY PARTS INJURED (INDICATE R OR L)
	☐ AM ☐ PM	

THIS NUMBER IS REQUIRED ON ALL COMMUNICATIONS ABOUT CLAIM

Manitoba Education & Training, Curriculum Services,
411-1181 Portage Ave., Winnipeg, Manitoba R3G 0T3
WORK STATION NAME & ADDRESS

WORKER'S NAME, ADDRESS AND POSTAL CODE

IMPORTANT: SOCIAL INSURANCE NUMBER	EMPLOYER'S TEL. NO.	EMPLOYER'S FILE NO.	WORKER'S TEL. NO.	DATE ENTERED YOUR EMPLOY
[redacted]				

TO WHOM REPORTED
NAME TITLE

FULL NAME & ADDRESS OF ATTENDING DOCTOR(S)

IN WHAT CITY, TOWN OR PLACE DID IT HAPPEN? PROV DID IT OCCUR ON YOUR PREMISES? ☐ YES ☐ NO IF NO, WHERE?

DESCRIBE FULLY WHAT HAPPENED TO CAUSE THE INJURY (Include as much detail as possible as lack of information may delay processing of claim. If necessary, re-use a separate sheet. Include the worker and employer names and addresses as well as claim and firm numbers.)

STATE ALL INJURIES REPORTED (indicate right or left if applicable)

WAS THE WORKER IN THE COURSE OF HIS/HER EMPLOYMENT AT TIME OF INJURY?	☐ YES ☐ NO	IF NO, EXPLAIN	WHO RENDERED FIRST AID?
IS WORKER A PARTNER, DIRECTOR OR OTHER OFFICER OF THE COMPANY?	☐ YES ☐ NO	IF YES, SPECIFY	DATE
IN YOUR OPINION WAS THERE ANY MISCONDUCT ON THE PART OF THE WORKER?	☐ YES ☐ NO	IF YES, SPECIFY	WHAT HOSPITAL WAS WORKER TREATED AT, IF ANY?
ARE YOU ABLE TO ACCOMMODATE WORKER IN ALTERNATE DUTIES?	☐ YES ☐ NO	EXPLAIN	IS WORKER RELATED TO EMPLOYER AND LIVING IN HIS/HER HOUSE AT TIME OF THE ACCIDENT? ☐ YES ☐ NO
GIVE NAMES AND ADDRESSES OF PERSONS WHO SAW THE ACCIDENT (two, if possible)			WILL THE WORKER BE DISABLED LONGER THAN THE DAY OF THE ACCIDENT? ☐ YES IF YES COMPLETE WAGE INFORMATION SECTION BELOW THEN COMPLETE OTHER SIDE OF FORM ☐ NO IF NO COMPLETE OTHER SIDE OF FORM
WAS ANY PERSON NOT IN YOUR EMPLOY TO BLAME FOR THE ACCIDENT?	☐ YES ☐ NO	IF YES, GIVE NAME AND ADDRESS	

NAME OF SCHOOL:_____
NAME OF PERSON RESPONSIBLE FOR THIS PROGRAM:_____

I certify that the above information is true and complete. I agree to notify the Workers Compensation Board of Manitoba immediately of any change in circumstances affecting this claim. I understand that the Workers Compensation Act requires me to submit an employers report within 5 days of notification or awareness of an injury requiring treatment or an absence from work and if I do not do so, penalties may be levied.

X_____ _____ _____

Signature Designated Representative | Title | Date

FOR USE BY MANITOBA EDUCATION AND TRAINING

I certify that the above injured person is a student engaged in an approved Work Education Program

_____ _____

Authorized Signature | Date

BEST COPY AVAILABLE

CHECKLISTS

Checklists can be helpful. For the majority of work educators, written checklists are essential to good work. The coordinating teacher of a work education program may need a checklist to cover many of the following concerns:

1. Utilization of colleagues in the school system to further the program;
2. Selection of students for the work education program and placement in work stations;
3. Working with students in special education;
4. Utilization of training agreements and training plans;
5. Related (classroom) instruction;
6. Safety requirements;
7. Legal requirements to do with work education;
8. Public relations;
9. Management of the program;
10. Programs for trainers (preceptors);
11. Evaluation of coordinating teacher's performance.

Very inclusive checklists covering these aspects may be found in Wanat and Snell's Cooperative Vocational Education (1980). See Appendix D.

COMMUNITY RESOURCES

1. Government Agencies

See the latest publication of Inventory of Labour Market Programs and Services in Manitoba Operated by the Provincial and Federal Governments.

Available from: Program Analysis, Coordination and Support
Manitoba Education and Training
418 - 185 Carlton Street
Winnipeg, MB, R3C 3J3 (945-3420)

or Planning and Analysis Branch
Employment and Immigration Canada
Paris Building
500 - 259 Portage Avenue
Winnipeg, MB, R3B 3L4 (983-1058)

2. Employer Organizations

These are usually found only in large cities. In smaller communities, their functions are sometimes performed by service clubs, sometimes by "The Company". Look in the Yellow Pages under "Associations" to find the ones pertinent to your program. If, for instance, you are looking for organizations concerned with mechanical repairs, you would find:

a. Automotive Trades Association (Man.) Inc.
b. Manitoba Heavy Construction Association Inc.
c. Manitoba Motor Dealers Association
d. Manitoba Trucking Association

3. Community and Service Clubs

Almost any community has some service clubs. It is important to find out what their objectives are to determine whether they are a suitable resource for a work education program. Again, look in the Yellow Pages under "Clubs".

4. Employee Organizations

APPENDIX D

RESOURCE MATERIALS

Campbell, Richard, and Thompson, Mary J. Working Today and Tomorrow. St. Paul, Minnesota: EMC Corporation, 1987.

Department of Education. Preparation for Work. Winnipeg: Department of Education, 1981.

Department of Education. Career Development: A Resource Guide. Winnipeg: Department of Education, 1981.

Educational Resources Information Centre - numerous documents in its various forms are available. There is an ERIC centre at the Manitoba Education and Training Library, and another at the Faculty of Education Library, University of Manitoba.

Employment and Immigration Canada. Careers Canada. Hull: Supply and Services Canada, 1978.

Employment and Immigration Canada. Moving On. Ottawa: Supply and Services Canada, 1978.

Employment and Immigration Canada, 1983. The full series is available from the Manitoba Textbook Bureau and includes:

Moving On to a Career (Career Planning)
Moving On to a Job (Finding a Job)
Moving On by Staying On (Keeping a Job)

Employment and Immigration Canada. PLACE - Guided Steps to Employment Readiness. Ottawa: Supply and Services Canada, 1980. The full series includes:

PLACE Workbook, Part A & B, Identifying Your Occupation/Fitting the Requirements
PLACE Sourcebook, Part A & B, Identifying Your Occupation/Fitting the Requirements
PLACE Workbook, Part C, Getting the Job
PLACE Sourcebook, Part C, Getting the Job
PLACE Workbook, Part D, Doing Well on the Job
PLACE Sourcebook, Part D, Doing Well on the Job
PLACE Workbook, Part E, Personal Needs
PLACE Sourcebook, Part E, Personal Needs
PLACE Directory to Employment-Related Programs and Services

Gooch, Bill G., Carrier, Lois, and Huck, John. Work: Pathway to Independence. Alsip, Illinois: American Technical Publishers, 1979.

Kimbrell, Grady, and Vineyard, Ben S. Bloomington, Illinois: McKnight Publishing Co.

Entering the World of Work: Activities (1978)
Entering the World of Work (1978)
Succeeding in the World of Work (1975)
Activities for Succeeding in the World of Work (1972)
Individualized Related Instruction for Entering the World of Work (1974)

(The above publications deal with the same material for different applications at different levels. They can be viewed at the Manitoba Education and Training Library.)

Mager, Robert F. Preparing Instructional Objectives and Goal Analysis. Belmont, California: Fearon Pittman Publishers, Inc., 1972.

Mason, Ralph E., Haines, Peter G., and Furtado, Lorraine T. Cooperative Occupational Education and Work Experience in the Curriculum. 3rd ed. Danville, Illinois: Interstate Printers and Publishers, 1981.

Meyer, Warren G., Crawford, Guay, and Laurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

Pettingill, William. What's My Line?. Agincourt: The Book Society of Canada Limited, 1981.

Stadt, Ronald W., and Gooch, Bill G. Cooperative Education: Vocational, Occupational, Career. Indianapolis: Bobbs-Merrill Company, Inc., 1977.

Taylor, Edward S. On the Job. Agincourt: The Book Society of Canada Limited, 1979.

Wanat, John A., and Snell, Margaret I. Cooperative Vocational Education. Springfield, Illinois: Charles C. Thomas, 1980.

MANITOBA LAW - PERTINENT EXCERPTS

POWERS OF SCHOOL BOARDS

General powers of school boards
48(1) Subject to the regulations, a school board may .....

(k) provide such course of technical and vocational instruction as may be approved by the minister for pupils enrolled in or attending the schools under the jurisdiction of the school board by placing the pupils under the instruction of any person approved by the minister;

(l) with the approval of the Lieutenant Governor in Council, establish, maintain and provide for a school outside the limits of the school division or school district; .....

04/90

Outdoor education and work education.
78(4) Subject to section 88, any pupil engaged in a work education program or participating in an outdoor education or other program which is conducted off the school premises under the authority of the school board shall be deemed to be in attendance at school.

Exemption from liaibility for accidents in work education programs.
88 Any pupil attending any course in technical or vocational instruction as provided in clause 48(l)(k) or off the school premises programs as provided for in subsection 78(4) shall be deemed to have accepted the risks incidental to the business, trade or industry in which he is being instructed or trained and, if bodily injury or death is caused to any such pupil during or as a result of the course, no cause of action for loss or damage suffered by reason of the bodily injury or death accrues to the pupil or to any other person

(a) against the school board of any of the trustees, if it is shown that the school board believed, upon reasonable grounds, that the person with whom the pupil was placed was competent to give the instruction and that his plan and equipment were such as to provide reasonable safeguards against death or injury:
or
(b) against the person giving the instruction or his servants or agents unless the bodily injury or death of the pupil resulted from the negligence of the person giving the instruction of his servants or agents

RESPONSIBILITIES OF MANITOBA EDUCATION AND TRAINING

Manitoba Education and Training assumes the responsibility of providing Workers compensation coverage for all students involved in Work Education. All Work Education programs and students must be registered with Curriculum Services, Manitoba Department of Education and Training. (The appropriate forms are provided elsewhere in this document).

This Workers Compensation is provided under the following regulation of the Workers Compensation Act:

AUTHORIZING REGULATIONS

Declaration of Workers in Government Employment Orders, amendment

REGULATION 545/88 R, amendment

1 The persons or classes of persons set out in the Schedule are declared to be workers in the employment of the government for purposes of subsection 77(l) of the Workers Compensation Act and are eligible for compensation in accordance with subsection 77(3) unless another scheme of compensation for those workers is set out in that section of the Schedule.

SCHEDULE 1
(Section 1)

3(2) A person who is enrolled in a course approved by the Minister of Education,

(a) as a pupil in a school division or school district;

(b) as a pupil in a private school eligible for funding under the Private Schools Grants Regulation, 1991-1992, Manitoba Regulation 150/90; or

(c) in an educational project of an organization or group that has an agreement with the department pursuant to which a grant is made under section 196 of The Public Schools Act;

and who performs work, as part of the course, for another person engaged in a trade, business, industry or occupation, but is not employed by the other person, while performing the work, regardless of whether any employee of the other person is entitled to benefits under The Workers Compensation Act.

Income in case of disability.

Where a personal injury occurs to a person enrolled in an occupational education course as mentioned in subsection (4) arising out of and in the course of his employment, compensation payable under this part shall be calculated

(a) in respect of temporary disability, as though he was steadily employed at the minimum wage rated then prevailing under the law of Manitoba; and

(b) in respect of permanent total disability or permanent partial disability, as though he was steadily employed with the maximum yearly earnings permitted for calculation of compensation under this Act."

En.S.M. 1974, c.49, s.30

Rights under subsection (3) in lieu of other rights.

The right to compensation provided by this Part to a person enrolled in an occupational education course as mentioned in subsection (4) is in lieu of all rights and rights of action, statutory or otherwise, to which the person or his legal representative or his dependents are or may be entitled against the government and the person for whom the work is performed, or either of them, for or by reason of personal injury to, or death of, the person so enrolled occasioned by any accident which happened to him arising out of, and in the course of, his employment; and no action in any court of law against the government, or the person for whom the work is performed lies in respect thereof."

En.S.M. 1974, c.49, s.30

Of particular interest to students and teachers is Section 4(3), page 6 of The Workers Compensation Act which states:

Misconduct

Where the injury is attributable solely to the serious and wilful misconduct of the workman, no compensation shall be payable unless the injury results in death or serious or permanent disability."

R.S.M. C. W200, s.4(3).